West Contra Costa Unified School District
Hercules Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Principal: **Renee Lama**
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Address: **1900 Refugio Valley Road**
Hercules, CA 94547-1554
E-mail address: **LLama@wccusd.net**

BOARD OF EDUCATION
2017 – 2018

BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

    English Learner Advisory Committee

    X Other *(list)*
    Single Subject Departments
    Instructional Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: **May 2017**.

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

L Renee Lama		
Typed name of school principal	Signature of school principal	Date
L Renee Lama		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Hercules Middle School
2017 - 2018
School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

	Names of Members	Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	April Manning	8/21/ 2019	
#2	Vacant	8/21/2018	
#3	Mary Vanderzwan	8/21/2018	
Student Members			
#1	Irish Folds	8/21/2019	
#2	Jacob Wagner	8/21/2018	
#3	vacant	8/21/2019	
School/Other Members			
Tchr #1	Karen Rose	8/21/2019	
Tchr #2	Jodi Tamosunas	8/21/2019	
Tchr #3	Caleb Owens	8/21/2019	
Tchr #4	Carol Peters	8/21/2019	
Other	Ryan Shaw	8/21/2018	
Principal	Renee Lama	8/21/2018	X

Membership Composition:

Secondary (12 total)
1 Principal
4 classroom teachers
1 other school staff
3 parents/community members
3 students

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Hercules Middle School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Vision Statement: Hercules Middle School is committed to providing a rigorous academic environment that promotes the educational needs of the whole child.

Mission Statement: We believe that as a professional community, it is our privilege to provide a rigorous, academic environment for our students. Our teachers develop lessons that encourage students to question their assumptions and think critically. As a school, we foster an academic environment that leads to the development of independent, active citizens. We challenge our students through common core standards. Our staff utilize data cycles that allow us to be reflective in our practice. This allows us to meet students where they are, and give them the skills they need to become academically capable.

Hercules Middle School values our partnership with parents and all stakeholders. Together, we shape the academics and character of our students. It is our responsibility to model appropriate professional behavior at all times. It is our expectation that students and staff treat each other with respect and to extend that respect to our community. Through our socially and culturally relevant practices, we support students in their social emotional growth. Through accountability and guidance, we lead our Titans on a path that promotes Titan pride and student ownership of their learning experience.

Our School Values:
Titans Show Respect
Titans are Kind
Titans take Responsibility
Titans Collaborate
Titans strive for Academic Excellence
Titans work harder to get smarter

Theory of Action:

If we develop technology enriched classrooms and use 21st century teaching methods, we will see a shift from the traditional instructional model to a facilitated learning environment that blends technology with direct instruction. We will see students demonstrating 21st century technological strategies, which will lead to improved student academic achievement.

If we cultivate a community of collaboration between students, staff, and stakeholders, where individuals are reflective in their practice and utilize data to make decisions, then we will see professional growth and an improved sense of community involvement, which will lead to an improved school climate.

If we develop, improve, and utilize transparent communication strategies and methods between school to home, home to school, and individual to individual, then we will see greater satisfaction from all stakeholders, which will lead to improved student academic achievement.

If we provide a safe and welcoming environment, are aware and sensitive to the social emotional needs of our students, and respond to them with care, sensitivity, and without judgement, then students will feel safe to express themselves as their true selves. This will lead to a sense of acceptance and belonging, which will lead to improved student academic achievement.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

| | Task | Choose one task management option for each step | | |
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process: **Review of data through out the school year**	**or**	Process: **Departments** **Whole faculty Meetings** **ILT**

Step 2	Gather input from
	(check all that apply)
	   GATE
	   ELAC
	   CAC
	X Others **Department Leads**
		Process: **Continually occurs through out the school year**	**or**	Process:
				Departments
				Whole faculty Meetings

Step 3	SPSA strategies development	Process: **Departmental meetings develop, monitor, revise and edit subject specific frames.**	**or**	Process: **ILT** **Departments** **Whole faculty Meetings**
Step 4	Budget development	Process: **Focus is in the Fall of the school year, development of draft budget done in the Spring.**	**or**	Process: **Principal submits a proposed budget to the SSC for discussion and approval.**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **May 2017**		
Step 6	SPSA monitoring	Process: **On-going through out the school year, Administration presents info as appropriate/requested by the SSC.**	**or**	Process: **School instructional departments present up-dates each month on a rotating basis to the SSC.**

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

	Barrier Description		Strategy for Overcoming Barrier
X	Staffing: **New Staff**	X*	**Provide continued support to new staff through informal classroom observations and debriefing. Encourage staff to request materials, supplies and training when appropriate that will support instruction in the classroom. Provide staff with targeted training for new teacher, pair with veterans**
	Facilities maintenance:	*	
X	Facility capacity (space for classrooms/programs): **Limited space, inefficient office space, lack of localized meeting space for full school programs**	X*	**Continued utilization of the high school campus for limited full school programs, continue to document facility difficulties. New Office Space is required to overcome this barrier.**
	Safety:	*	
	Materials availability:	*	
X	Technology: **Access to technology is good but staff needs consistent support in newly developing technologies. Tech training for teachers and staff to develop their skills to keep up with the growing need for tech integration in the classroom. Teachers need opportunities for practice.**	X*	**Ongoing staff development and publication of opportunities to increase and expand skills. Teach Tuesdays for staff to get support for the Teacher Tech. Lead, Additional staff wide training and admin lead opportunities and incentives to gain tech knowledge. Additional Administrative modeling of best tech strategies.**
	Fiscal Support:	*	
	Compliance Support:	*	
	Curriculum and Instruction Support:	*	
	Other:	*	

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
	Academic Data		
Choose 3	Accelerated Reader/Star Reading: **Full School Results as of Spring 2017**	**X** Area of concern ☐ Area of strength	**Currently, only 33% of our students are scoring at the 50th percentile or above as measured by the beginning of the year star assessment. Our students are behind in grade level reading and comprehension. This will impact students across all contents.**
	Benchmarks:	☐ Area of concern ☐ Area of strength	
	Benchmarks:	☐ Area of concern ☐ Area of strength	
	Benchmarks:	☐ Area of concern ☐ Area of strength	
	SBA: **Students from 2016 - 2017 School year**	**X** Area of concern ☐ Area of strength	**For the 2016 - 2017 school year, our students scored 46% ELA and in 30% Math. More half of the students are coming into their current grade level without a complete understanding of the previous year's expected standards.**
	AMAO Data:	☐ Area of concern ☐ Area of strength	
	CELDT: **January 2017 administration**	**X** Area of concern ☐ Area of strength	**For the 2016 - 2017 School year of the 52 ELD students grade 1 - 5, only five students were reclassified according to the district reclassification criteria. Our EL students are not progressing through the program within the expected five years exit expectation.**
	Grade Count: (Secondary Only)	☐ Area of concern ☐ Area of strength	
	GPA: (Secondary Only)	☐ Area of concern ☐ Area of strength	
	Credits Earned: (Secondary Only)	☐ Area of concern ☐ Area of strength	
	Other:	☐ Area of concern ☐ Area of strength	
	Other:	☐ Area of concern ☐ Area of strength	
	Student Support Data		
Choose 2	Attendance: **Year End Attendance Reports**	☐ Area of concern **X** Area of strength	**Hercules Middle School had a 97% attendance rate for the 2016 - 2017 school year. This is a strong indicator that families and students feel that education is important and that everyday counts.**
	Suspension	☐ Area of concern ☐ Area of strength	
	Parent/Community Survey:	☐ Area of concern ☐ Area of strength	

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
	Healthy Kids Survey: **2017**	**X**Area of concern Area of strength	**Forty percent of students gave negative marks on the Healthy Kids Survey under the Caring Adults Band. This indicator shows that there are students on campus that have not established positive relationship with adults. Studies show that if students can form one positive relationship with an adult on campus, they perform significantly better than those who do not.**
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	Currently 33% of HMS students scored proficient at the 50th percentile or higher as measured by the STAR reading assessment.	By April 2018, 50% of HMS students will score above the 50th percentile.	All students	STAR Assessment Summary Report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Development of a School wide AR incentive program (Students will vote for the yearly theme)	October 2016	100	LCFF
2	Classroom Materials and Supplies	Ongoing	1870	LCFF
3	Extra Teacher Hours for after school tutoring 1 hour twice a week	September 2017 - May 2018	1000	LCFF
4	Teacher Hours for Saturday School Program to support ELA	September 2016 - May 2017		LCFF
5	Helms Model of Classroom teaching 15 min in core classes			

Student Achievement

Mathematics

<table>
<tr><td colspan="5" align="center">2017-2018 Single Plan for Student Achievement (SPSA) Goals</td><td colspan="2" align="center">LCAP Alignment</td></tr>
<tr><td align="center">1. Content Area</td><td align="center">2. What student needs have been identified and what metrics were used to measure/identify progress?</td><td align="center">3. Description of 2017-18 School SMART Goal</td><td align="center">4. Targeted Pupil Subgroup(s)</td><td align="center">5. What Local Assessment/Metric will be used to measure School SMART Goal?</td><td align="center">6. District LCAP Goal</td><td align="center">7. Annual Measurable Outcome</td></tr>
<tr><td>Mathematics</td><td>On the 2016 - 2017 Algebra Readiness exam, 46 out of 378 (12%) 6th and 7th grade students scored 30 or better.</td><td>By May 2018, 25% of 6th and 7th grade students will earn a score of 30 or higher on the Algebra Readiness Exam.</td><td>All 6th and 7th Students</td><td>Algebra Readiness Exam</td><td>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</td><td>Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.</td></tr>
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Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teacher Hours for Afterschool Math Tutoring 1 hour afterschool 3 hours a week	September 2017 - May 2018	2522	LCFF
2	Teacher Hours for Saturday School Program to support Math	September 2017 - May 2018	1000	LCFF
3	Quarterly Math Incentives for students	Quarterly	250	LCFF
4	Student Material and Supplies	Ongoing	2100	LCFF
5	Extra teacher hours for PD/Collaboration	Ongoing	2500	LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	5 Hercules Middle school students of 10% of our EL students were reclassified as proficient for the 2017-2018 School year	By Spring 2018, 20% (10 students) of the current EL students in levels 1 - 5 will be reclassified as measured by the district's reclassification criteria.	English Learners	Reclassification data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Professional Development and collaboration targeting daily, rigorous ELD instruction that incorporates frequent opportunities for student discourse/collaborative conversations and follow up writing for EL's throughout the school year.	Fall 2017 and Spring 2018	0	
2	Data review of EL students in grade level PLC to look at targeted support of EL students. Grade level teams will develop plans on how to support EL students to	Ongoing	0	
3	Three writing evaluations each year	November 2011, February 2018, and March 2018	0	
4	ELPAC Training (EL teacher, Assistant Principal and Principal)	October 2017	0	
5	Classroom material and supplies that support the Four ELPAC domains	Ongoing	1500	LCFF
6	EL students should receive direct instruction on a standard 5 paragraph essays	December 2018	0	

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American Students	As of October 2017, 28% of our African American Students have a GPA below 2.0.	By March 2018, 90% of our African American students will earn a GPA of 2.0 or above as measured by Power School's GPA report.	African American Students	PowerSchool GPA report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3. Grow 15 points from 2016-17 score to move closer to SBAC Math level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Cohort After School Program - Mafinikio Program	November 2017 - March 2018	0	
2	Academic Counseling for Students - with Counselors Counselors will meet with students on local review as well as students on watch (students with GPA's below 2.0) These students will receive academic counseling which include goal setting, note taking strategies.	On going	0	
3	African American Parent Group Meeting (Materials, Supplies, food) Hercules Middle School will establish an African American Parent group on Campus	Monthly beginning in December 2017	500	LCFF
4	Additional Lower Division tutor to support the Mafanikio Program	November 2017 - March 2018	3000	LCFF
5	Parent Group Meeting (Materials, Supplies, Foods)	December 2016 and April 2017	500	LCFF
6	Study Trips - The group will take study trips to show students the contribution of African Americans through the lens of art, cuture,dance, science, technology etc. Students will also visit college campuses to be introduced to possible experiences after high school.	On Going	1000	LCFF
7	End of the Year Participation Celebration Event	May 2017	500	LCFF

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Hercules Middle School had a April attendance rate of 97% 2017	By April of 2018, HMS will increase their yearly attendance percentage to 98%.	School wide	State reported monthly attendance report	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Addition of attendance to quarterly awards night	Quarter 1, 2 and 3	250	LCFF
2	Monthly monitor of student attendance - referral to SART and SWAT	On Going	0	
3	Incentive for improved attendance	On Going	500	LCFF
4	Increased Parent Contact for students struggling with attendance	On Going	0	
5	Monitoring - tardies and establishing a list of at risk student for counselor review	On Going	0	
6	Monthly counselor meeting with identified students	On Going	0	
7	Extra Clerical support	On Going	1391	LCFF

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	On the 2017 Healthy Kids Survey, under caring relationship, around 40% of students gave negative marks under the Caring Adults in School Band.	By Spring 2018, 80% of Students grades 6 - 8 will answer the questions in the Caring Adult Section of our School Climate Survey with either agree or strongly agree.	School wide	Admin developed School Climate Survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	Over-time for CSO and hire 53% CSO	Ongoing	30,000	LCFF
2	Contracts for Student choice incentive rallies, assemblies and activities	Per Semester	10000	LCFF
3	Student incentives for participating in school sponsored activities (ie Pep Squad, yearbook, clubs, basketball, etc)	On Going	1000	LCFF
4	After School Clubs and Coaching hours	On Going	15200	LCFF
5	CLMS - School Climate & Culture Conference CAHPERD/ and other conferences	On Going	3000	LCFF
6	No Place For Hate	On Going	0	
7	Merit Based Incentive Program (Reading Renaissance Prize and awards)	On Going	3000	LCFF
8	Fall Survey to Students Winter Survey to Students Spring Survey to Students	November 2017 January 2018 March 2018	0	
9	Manual Large Scale Projection Screen for MP Room and new Stage	Fall 2018	14000	LCFF

	Improvements			
10	Multicultural Festival	Spring 2018	1500	LCFF
11	School Study Trips	Ongoing	2000	LCFF
12	Parent and student involvement materials and supplies (i.e. T'shirts, bumper stickers, etc)	Fall 2017	1000	LCFF
13	Send teachers/admin to conferences (Safety and Climate Conferences			
14	Materials and supplies for students including labor for installation	Ongoing	2000	LCFF

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	From August 2016 to April 2017 Hercules Middle school had a total of 10,373 or an average of 1152 visits per month.	By April 201, the average visits to the page will increase to 13,000 visit which would be an average of 1444 visits per month.	All Families	BB web report	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Increased communication with parents (quarterly newsletter, social media, connect ed meetings, Remind) Web site updates	On Going		
2	Month Coffee with Principal	Monthly	500	LCFF
3	Quarterly Honor Roll Evening events	Quarter 1, 2, and 3		
4	Incentives and rewards for students participating in Honor Roll Events and Parent and student involvement materials and supplies (ie T'shirts, bumper stickers, etc.)	Quarter 1, 2, and 3	500	LCFF
5	Materials for parental trainings and events	On Going	500	LCFF
6	Provide Child Care for parent meeting	On Going	407	LCFF
7	Event Training Contract (Screenagers)	October 2016		
8	Teacher Hours for Parent Participation	On Going	1931	LCFF
9	Hire part time SCOW	On going	29000	LCFF
10	Snacks for parent events	ongoing	1500	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

History/Social Studies

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
History/Social Studies	End of the year DBQ Benchmark identifies that 34% met or exceeded, 44% were approaching and 21% needs intervention.	By May 2018, DBQ rubrics, 50% of students will met or exceed standards on the final DBQ Benchmark as measured by scoring criteria.	All students	DBQ Assessment Result	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	1B: Increase SBAC ELA Proficiency

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Classroom Materials and Supplies	Ongoing	500	LCFF
2	Participation in district DBQ	ongoing		
3	Additional Hours for Collaboration and calibration of scores	Ongoing	500.00	LCFF

Student Achievements

ILT Goals

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
1. ILT School Wide Content Goal 2. Full School Content Coal	1.Currently 33% of HMS students scored proficient at the 50th percentile or higher as measured by the STAR reading assessment. 2.Full School Content Goal -	1. By April 2018, 50% of HMS students will score above the 50th percentile. 2. By Spring 2018, 50% of our students will score met or exceed stands as measured by the CAASP ELA test and math.	All Students	1. STAR Scores 2. CAASPP	Improvement Achievement for all students	

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	STAR testing four times a year - At the beginning of the year and at the end of Quarters 1, 2 and 3.	On Going		
2	Extra Teacher Hours for Professional Development and Collaboration	On Going	500	LCFF
3	Extra Hours CSO afterschool tutoring and enrichment	On Going	500	LCFF

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	137521	-2,000.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	139,521.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs

- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

  - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
  - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
  - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
  - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.